Qwerty Journal
Special Issue Vol. 21 N. 2
"TRANSFORMATIVE COMPETENCES AND DIGITAL TECHNOLOGIES FOR A NEW HUMANISM"

Call for papers

Qwerty was founded as the scientific journal of the Collaborative Knowledge Building Group (CKBG) with the aim of investigating how technologies act as cultural artefacts within educational and professional contexts. Over time, it has become an accredited space for publishing on the ways digital tools and environments support learning, knowledge building and innovation in multiple domains and settings.

The 10th CKBG National Conference, organised in collaboration with INDIRE in Florence (27–29 November 2025), invites the community to reflect on the role of transformative competences in the digital age for the construction of a new humanism. The call stresses how technologies can sustain happiness, value creation, sustainability and conscious transformative education, in line with international frameworks on AI and digital competences, and with a vision of education oriented to individual and collective well-being.

Building on this framework, the Qwerty special issue "Transformative competences and digital technologies for a new humanism" aims to gather contributions that explore how educational technologies – including but not limited to AI and generative AI – can foster transformative competences, human flourishing and sustainable knowledge building in formal, non-formal and informal learning contexts.

In continuity with the CKBG conference themes , we particularly welcome contributions that address questions such as:

- How can digital technologies and AI support the development of transformative competences oriented to happiness, value creation and meaningful lives?
- What kinds of pedagogical models and learning designs promote a "new humanism" grounded in sustainability, awareness and responsibility in digitally mediated education?
- How can human-centred and responsible uses of educational technologies and AI contribute to inclusion, well-being and empowerment in schools, universities, workplaces and community settings?
- ·n what ways can technology-rich knowledge building communities contribute to the Sustainable Development Goals, for example in relation to climate change, inequalities and social cohesion?
- How can educators and institutions invest in the human by integrating digital and AI tools in ways that empower human agency, wisdom and ethical awareness?

Types of contributions and domains

We invite empirical studies (quantitative, qualitative or mixed-methods), design-based and intervention studies, theoretical and conceptual papers, systematic or scoping reviews, and practice-based reflections, provided they are rigorous, well-grounded and clearly described.

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Possible (non-exhaustive) areas of interest include:

- Transformative competences, happiness and value creation. Models and experiences of technology use that support personal development, meaning-making, purpose and life satisfaction.
- Inclusion, well-being and humanism in the digital era. Strategies and environments that foster digital inclusion, equity and psycho-social well-being in education and training.
- Education and generative AI. Human-centred applications of generative AI that respect rights, promote iterative and sustainable competence development, and support human agency in learning.
- Professional learning and teacher development. Continuous and lifelong professional development for teachers, school leaders and other educational professionals in response to technological innovation.
- Technologies, knowledge building and communities. Technology-enhanced communities that co-construct knowledge creatively and collaboratively, in formal and informal contexts.
- Ethics and sustainability of AI in education. Principles, policies and practices for trustworthy, accessible, inclusive and democratic uses of AI and digital technologies.

Submissions may refer to a wide variety of technologies (e.g. learning platforms, forums, social networks, apps, virtual environments, serious games, robots, AI tools, chatbots, generative systems, etc.) and could be applied to any educational levels (school, higher education, vocational and professional education, adult learning, informal learning).

Submission guidelines

Instructions for authors, including manuscript length, the journal template and the online submission procedure, are available at: https://www.ckbg.org/qwerty/index.php/qwerty/about/submissions

Manuscripts must follow the journal template and comply with APA 7th edition norms.

All manuscripts will undergo the standard double-blind peer review process of Qwerty.

Important deadlines

- Submission of full papers: February 28, 2026
- Notification to authors: April 2026
- Submission of revised versions: June 2026
- Publication of the special issue: December 2026